



Weaving Well-Being



THE MORE YOU WEAVE... THE BETTER YOU FEEL!

Introduction to Weaving Well-Being

Welcome to the Weaving Well-Being Positive Relationships Programme.

Soon we will be learning about how our **relationships** affect our well-being. If you have completed the Weaving Well-Being Programme before, you may remember this definition:



Well-being means feeling **good** and **strong** in our **minds** and **bodies**, having **energy**, getting along with and helping **others**, knowing our **strengths** and feeling **proud** because we are doing our **best**. It means we can **cope** with the little problems and disappointments of life. It means **enjoying** life, being **grateful** for what we have and **accepting ourselves** just as we are!



Our **relationships** with other people can really make a difference to so many aspects of our well-being. There are many steps we can take to improve our relationships. We will be learning about eight of them, and together they spell out the word 'RELATING'!



So let's get started and discover how our relationships can help us to weave our well-being!



Lesson 1

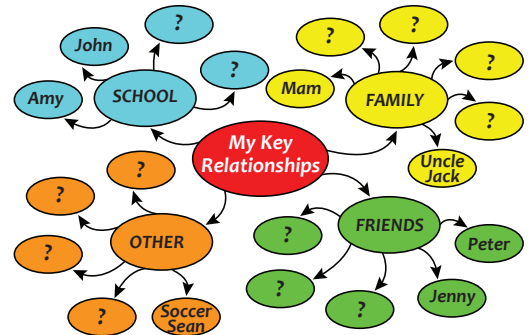
The Importance of Positive Relationships



Our **relationships** are very **important**. The support we give each other can help us to become **happier, healthier** and more **successful**. We should aim to create positive relationships with others whenever possible. This programme provides **eight steps** to do this. Of course, we need to remember that creating positive relationships **isn't always easy** and takes **time, effort and patience**. We may get frustrated and annoyed at times but, like anything, the more effort we put in, the more positive our relationships can become!

Activity 1

Draw a map of the various relationships in your life in the box provided. Start with categories (e.g. family) and then write the names of the people in each category (see example).



As you will see there are lots of people in our lives who support us and, of course, we can support them too!



Main Benefits of Positive Relationships

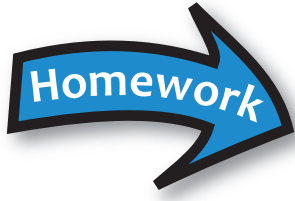
Scientists have found positive relationships provide many benefits - here are five.



Put these benefits in order of 1 to 5 based on how important you think each benefit is (1 being the most important).

Write down why you selected your number 1 choice.

Then, in pairs, compare your answers and explain your choices to each other.



Lesson 1 Homework: The Importance of Relationships

Pick one of the people on your Relationship Map from Activity 1 and write down one way they have helped or supported you recently.

Name of Person _____

This person helped or supported me by:

Pick a person on your Relationship Map (it can be the same person) and write down one way you have helped or supported that person recently.

Name of Person _____

I helped or supported this person by:

Parental signature/comment:

Parents should sign this box to show that they have discussed each homework activity and to give any feedback if they wish.



Respect

Having respect for others is one of the most important parts of positive relationships. This means that we treat others as **equal** to us, we see them as **important** and **value their rights and opinions**, even if they are different to ours.



The Gift of Respect

We can think of respect as a **gift** we can give others. Think of somebody who treats you with respect. How do they show it in their **words or actions**? How does that make you **feel**? How do you feel when you give respect to others?



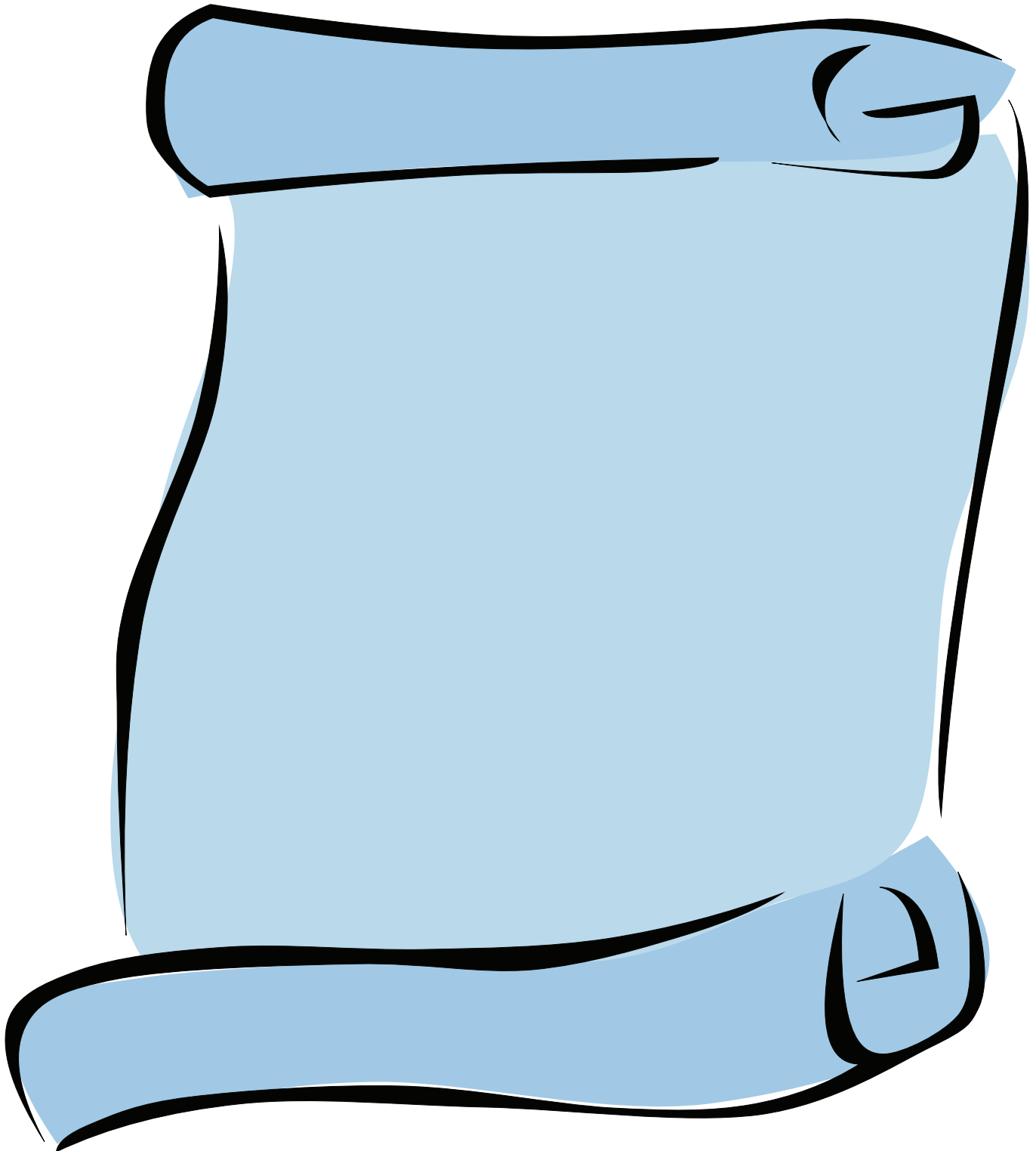
Create a word art based on these words here. Use different colours and styles of writing!

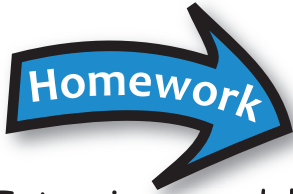
You may like to include some of these words:
equal, important, value, opinions, actions, words, rights, accepting, attitude, strong, feelings.



Respect Guidelines

We have discussed the guidelines for treating others with respect. Now write your own set of **Respect Guidelines** here (do's and don'ts). You can **adapt and add** to the guidelines from the lesson or leave them as they are.





Lesson 2 Homework: Respect in Action

Interview an adult in your family on their views about respect. Ask them the following questions and write down their answers.

Name of person interviewed: _____

What does respect mean to you? _____

How important do you think respect is in relationships?

Have you ever felt disrespected by someone? Yes No
(If yes, there is no need to disclose person's name)

If yes, then how did this make you feel? _____

How do you feel when a person shows you respect? _____

What is the main way you show respect to others? _____

Is there any particular advice you would like to share with me about respect? _____

Thanks so much for your time!

Be aware of your Respect Guidelines and try to use them in your interactions with others this week. Reflect on how this affects any of your relationships.

Parental signature/comment:



Lesson 3

Empathy



Empathy means imagining how other people feel. It is understanding and imagining with **your heart** as well as **your head**. We can show empathy to others by listening to them and really **feeling what they are feeling**. We can ask them if there is anything we can do to help.

Activity 1

Walk in my Shoes – work in pairs or on your own

Scenario 1: Read this piece about Emily and try to understand how she is feeling using your head (your mind). Then really try to feel empathy for Emily by reading it again and stretch your understanding by trying to understand and imagine with **your head and your heart**. Put yourself in Emily's shoes. Can you imagine how you would feel?

*My name is Emily and I am eleven years old.
I have two best friends, Tara and Lucy. Sometimes I worry that Tara and Lucy like each other more than they like me. I worry a lot about being left out. Yesterday I found out that Lucy had a sleepover in Tara's house last weekend that I wasn't invited to. Lucy let it slip while we were talking at break time and I could see by Tara's face that she was trying to stop Lucy from saying more, but it was too late. Tara told me that her mother said that she could only have one friend at a time for the sleepover and that she was planning to invite me next time. I felt really upset but tried to just brush it off in front of them.
Inside I'm hurting a lot now.'*

Now write down how you think how Emily feels, imagining with your **heart** as well as your **head**.

How could using empathy help Tara and Lucy to show Emily that they are sorry and that they care about their friendship with her?

If they don't try to use empathy, what do you think might happen?



Walk in my Shoes – Activity 1 continued

Scenario 2: Read this piece about Tom and try to understand how he is feeling using your head (your mind). Then really try to feel empathy for Tom by reading it again and stretch your understanding by trying to understand and imagine with **your head and your heart**. Put yourself in Tom's shoes.

Can you imagine how you would feel?

*My name is Tom and I'm eleven years old.
I love to play soccer and I'm on the same team as my best friend David. Yesterday we were playing a league game and I missed a shot on goal which would have given us a draw. David is really competitive and he starting shouting at me telling me that I should have scored. He got really angry. I already felt bad for missing the shot and this made me feel a lot worse. It's not the first time that David has lost the head like this. I really don't think he stops to think about how other people feel when he does this.*

Now write down how you think how Tom feels, imagining with your **heart** as well as your **head**.

How could using empathy help David to show that he is sorry and that he cares about his friendship with Tom?

If David doesn't try to use empathy, what do you think might happen?



List ways people can be different and the same

It can be very difficult to show empathy to people we don't like or who we feel are very different to us. Can you think of an example of this?

Having empathy helps us to understand that even though we are all **different** in lots of ways, underneath it all we are all the **same** in many ways. For example, we come in all colours, shapes and sizes but we all feel sad and angry if we are hurt. We may have different families but we all need to be loved. How many ways can you think of that people can be **different and the same**? List them here:

Ways in which people can be different	Ways in which people are the same
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This illustration shows some basic needs that we all have as humans. Think about it and see if it gives you any more ideas for ways in which we are all the same.

